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Described in this speech are five growing FLES programs in the State of Washington that reflect in their distinctive structural and content patterns the particular philosophy of the different school districts in which each has developed. In each description mention is made of (1) enrollment and district participation figures, (2) grades included in the language learning sequence, (3) scheduling practices, (4) student performance, (5) program administration, and (6) instructional materials. Special attention is paid to such distinguishing features of each program as (1) televised and programed instruction, (2) audiovisual aids, (3) specialist and consultant use, (4) team teaching practices, (5) flexible scheduling, (6) inservice teacher training, and (7) interdistrict cooperation and planning. (AF)

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FLES, A Pattern for Growth

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It is a privilege to return to San Antonio as a representative of the Pacific Northwest and to discuss with you "FLES, A Pattern for Growth." Before presenting some of the growing programs in the State of Washington I would call your attention to some data published in the NEA Research Bulletin of December 1967. This survey indicates that there has been an increased demand for early language instruction with a corresponding increase in number of school systems offering instruction in one or more foreign languages. In 400 school systems reporting with enrollments of 12,000 or more students in 1966 almost 60 percent were offering foreign languages in the elementary schools. The larger systems (100,000 or more) are most likely to offer the program with 23 of the 23 systems reporting that the program is offered. Exactly one-half of the systems with enrollments of 12,000 to 25,000 offer elementary school foreign language in the curriculum.

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We are cognizant that there have been disappointments in the development of FLES programs and some reasons for these "dropouts" could be enumerated.

However, I prefer to present some aspects of growing programs in five school districts in the State of Washington where, during the past five years, I have watched the progress of these and other programs. You will note that there is no standardization of the structure and content of the various FLES programs. Each district has a distinctive pattern for a particular philosophy.

The first program is the smallest and is located in a school district which has a total of about 3,000 students in the elementary and secondary schools. The formal program began in 1960 and since 1964 has included grades 4-8. This program has been unique since the FLES specialists do some of their teaching on a live television programed lesson. The specialists have felt that these lessons have been especially effective because the content has always been directly related to what has taken place or what will take place during their classroom presentations. These television lessons have been a cooperative effort with the educational television station operated by the university in this community. In this small district the director of curriculum, a former elementary school principal, has been actively involved in working with the FLES teachers. During the development of the sequence commercial FLES instructional materials have been used. These materials have a continuing series which are used in the secondary school of this district.

The second district to be discussed began about six years ago, a language sequence in grade three using FLES specialists with a

television program to provide instruction. As the sequence progressed and because of the inability of the district to provide specialists for grades three, four, five, and six, the first two levels have been phased out with the program this past year beginning in grade five. New instructional ideas and techniques have been incorporated. This year, for example, Spanish specialists have taught as two and three-teacher teams in the elementary schools. They have found that this method helps them to group students in order to allow each student to progress at a speed more consistent with his language learning abilities. Also the team approach has resulted in professional growth, as the specialists have worked together to improve teaching techniques.

These FLES specialists have also done some rearranging of the time blocks usually given to instruction. For example, instead of going to a school for three twenty-minute periods each week, they have tried going to a school every day for three weeks, then instructing at another school for three weeks. This procedure eliminated some travel time and caused less interference with the regular classroom program for fifth and sixth grade pupils. The FLES teachers find that pupil performance in this situation is at least as good as in the normally scheduled classes. This coming school year the required program will be moved up into the seventh grade where language will be made a part of the "block" - a three-period time slot now devoted to language arts and social studies. In this way language will not have to compete as an elective in the seventh grade curriculum.

This district is endeavoring to meet the problem of the high cost of a specialist program. Plans call for the reintroduction in grade five as soon as possible. To bridge the gap and help in the articulation between grade six and seven there will be some involvement of regular grade seven teachers in teaching grade six to provide them a better understanding of the procedure and content of grade six.

The third district since 1962 has had a program that makes use of the cooperatively produced Spanish television program on KCTS-Channel 9, an educational television station at the University of Washington. There is follow-up teaching by the specialists in grades four, five, and six on alternating days. In grade seven Spanish is offered on an elective basis. About 30 percent of the students are continuing in grade seven.

The fourth district in the spring of 1967 committed itself formally to the development of a FLES program in Spanish. This action was taken by the School Board at the conclusion of a two-year experimental and study project at one elementary school. Involved from the outset there has been a key committee of elementary principals and members of the instructional staff.

The formal instruction follows the series of Spanish programs available from the local educational television and relies heavily on an active involvement of the classroom teacher. Participation in the program is not mandatory for any teacher because planning is done in each building to make maximum use of the skills of the building teachers. Continuous

instruction is assured by providing specialist teachers to fill "gaps" where no instruction would otherwise be available.

Many aids are put at the disposal of teachers wishing to provide Spanish instruction for their children. Visual aids and audio tapes are distributed to each teacher to support and enrich the television program on follow-up days. Also inservice classes are offered regularly by native consultants and the staff of special teachers.

Keys to the FLES program of this district have been careful planning with classroom teachers and principals and the enthusiastic help of two FLES specialist teachers. This enthusiasm may be reflected in the growth of teacher interest. In 1966-67 seventy-two teachers were participating in the program; this past school year there were over one hundred.

The fifth and largest district implemented its sequential Spanish FLES program in the fall of 1964 beginning the instruction in grade three. The instructional team is composed of the television and classroom teachers. As the sequence has extended upward, FLES consultants have been added to the staff and they carry the responsibilities of curriculum development and interpretation, assistance to teachers in language usage and methodology, and teaching inservice classes.

Special experimental inservice classes were initiated in January 1967. A plan for laboratory-demonstration classes was developed with a

two-fold purpose: First, to provide FLES consultants with a continued teaching contact with children in a classroom setting; to determine suitability of certain teaching approaches; to probe dynamics of certain learning situations; to provide realistic background as a basis for rapport with classroom teachers. Secondly, to offer clinical observation to classroom teachers of a master teacher in action with a normal class composition and to exchange ideas with the demonstrating teacher and other observers.

These after-school professional classes have twenty-one weekly sessions of forty minutes each; a twenty-minute demonstration followed by a twenty-minute discussion in which the demonstrating teacher, the children's classroom teachers, and other observers interact.

The class is composed of pupils selected on a volunteer basis for a particular grade level. The teaching team is made up of teachers from each classroom represented by the children and the consultant-demonstrating teacher who plan the demonstrations.

Professional credit may be earned by attending twelve sessions. Some observers may be principals, consultants, college FLES students, etc. This inservice experiment after evaluation was continued in 1967-68 for teachers in grades three, four, and five. For the coming year the number of classes will be doubled.

Most of the five FLES programs discussed today are located in neighboring

school districts. There has, therefore, been much communication among the foreign language coordinators and consultants of these districts. Some have participated in the television advisory committee or have been active in the professional organization, Washington State Council for FLES, or have taken leadership in a very successful cooperative Spanish workshop with a modular schedule.

Communication continues to be a key for the extension of programs. The development still needs to be interpreted to school administrators, faculty, and parents. We must look to the future and prepare more elementary teachers in pre-service education. There must be an understanding in the colleges of education that language learning should be an integral part of the education of the boys and girls in our elementary schools.